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ABSTRACT

This guidebook was developed for schools to use to improve their current career planning efforts by placing career planning in the context of a comprehensive guidance program. The guidebook defines activities that make up life planning and provides the framework for students to conduct self-reviews using these career planning principles. The guidebook is divided into three parts. Part 1 consists of an introductory chapter that focuses on the relationship of career planning to the total guidance program. Part 2 contains seven chapters that elaborate on the following essential components that are used to evaluate coalition-based career planning efforts: clarity of purpose, commitment, comprehensiveness, collaboration, coherence, coordination, and competency. Part 3 provides a self-evaluation process and form designed to help leaders direct a comprehensive self-study. An appendix links career development competencies by area and grade level. (KC)

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# PLANNING FOR Life

# Program Guidebook

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# *PLANNING FOR LIFE*
## *PROGRAM GUIDEBOOK*

***Career Planning: Definition, Improvement Ideas and Self-Review Process***

Sponsored and Administered by
The U.S. Army Recruiting Command

With the Support of the
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August 1994

## National Consortium of State Career Guidance Supervisors

The National Consortium of State Career Guidance Supervisors is a coalition of guidance representatives from participating state and territorial departments of education. The organization is dedicated to enhancing career guidance and counseling, leadership, research, and dissemination in education. The Consortium's goal is to provide a framework for improving the effectiveness of elementary, secondary and postsecondary programs, counselor education, and supervision and administration of career guidance programs.

Specific objectives of the Consortium include the following:

- Provide a vehicle to enable states to join together in supporting mutual priorities, ongoing programs, and career development and pre-vocational services
- Promote the development and improvement of career guidance at all levels of education
- Involve business, industry and government in creating and evaluating quality career guidance programs
- Serve as a clearinghouse through which states can seek assistance from public and private sources for program improvement and expansion
- Offer technical assistance to states in developing their annual and long-term plans related to career guidance and counseling

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## PREFACE

There is growing evidence that individuals who have goals and dreams often attain them, while those who set no objectives in life frequently fall short of their potential. This is as true of school children as it is of adults preparing for retirement. In an ideal situation, planning for a career is an integral part of an individual's school course selection, achievement, postsecondary choices and employment. The career planning process should begin early and involve a wide variety of experiences and decisions related to education and work.

Career *planning* also suggests that guesswork, notions of luck, and other popular myths are not the appropriate path to follow. Planning means individuals take what they already know, relate this to what they would like to do, and then plot a very specific road map of goals and strategies to better assure achieving one's life expectations.

This guidebook was prepared for schools to use to improve their current career-planning efforts by placing career planning in the context of a comprehensive guidance program. The guidebook defines the various activities that make up life planning, and provides the framework for students to conduct self-reviews using these career-planning principles.

Career and life planning are central to education and provide a unifying focus for school guidance efforts.

Those that fail to plan, plan to fail.

Harry N. Drier


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The development of this guide also resulted from the encouragement of several state guidance supervisors who agreed that some form of program definition and standard were needed. Appreciation is extended to Lynn Jensen, Ken Kompelien, Evelyn Lavaty, Marion Starr, Jessie Teddlie, Lynne Voltaggio and Edwin Whitfield for their creative thinking and written contributions. Special commendation goes to Carol Magnuson and Jim Carr, both of whom performed major rewrites and edits that helped to shape this booklet.

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Finally, recognition and appreciation are also shared with the many other state guidance supervisors who assisted in a variety of ways.

# *PART I*

# *CAREER PLANNING AND COMPREHENSIVE GUIDANCE PROGRAMS*

## CHAPTER 1: INTRODUCTION

> **If I had my life to live over, I would start barefoot earlier in the spring and stay that way later in the fall. I would go to more dances. I would ride more merry-go-rounds. I would pick more daisies.**
>
> Nadine Stair (age 85)

*A competitive labor market mandates that individuals plan more effectively.*

*"If I had my life to live over..." "If only..." "If I knew then what I know now..."* How easy it is to look back on life and think about what we would have done differently—to speculate how the past might have been different if we had known more or planned more. Unfortunately, opportunities for systematic and informed career planning were not available for many of today's adults when they were in school. Occupational choice frequently was simply left to chance.

Leaving the future of America's youth to chance places young people at risk in an increasingly competitive job marketplace. The changing global community necessitates action to prepare our youth for the competition they will face when they enter the workforce. *Planning for Life* is designed to encourage collaborative career planning processes that help youth and adults become active participants in developing their futures.

Planning for Life *recognizes effective coalition-based career-planning efforts.*

The United States Army Recruiting Command and the National Consortium of State Career Guidance Supervisors are committed to promoting the involvement of students, families, business, labor and educators in partnerships that will enable today's youth to "become all they can be" tomorrow. The *Planning for Life* recognition program is one way in which this commitment is demonstrated. Planning for Life provides national recognition to selected coalition-based programs that have successfully implemented complete and effective career planning efforts for the youth and/or adults served. State and national recognition of successful local commitment can in turn be an incentive for others to become actively involved in coalitions that will benefit youth in their communities. Career planning is an exciting and challenging opportunity for adults to join together to have a lasting impact on the lives of individuals and communities.

This *Planning for Life* Program Guidebook has four purposes:

*This guidebook is designed to provide guidance in developing career planning programs.*

1. To place career planning concepts within the framework of a total guidance program
2. To offer ideas for those in the process of designing or improving their coalition-based career planning activities.
3. To provide guidelines for staff of exemplary career planning programs to encourage their participation in the award process
4. To motivate use of self-evaluation guidelines by local practitioners in measuring their career planning efforts, especially as they prepare their award applications

The guidebook is divided into three parts, which address the above purposes in detail. The remainder of Part I (Chapter 1) focuses on the relationship of career planning to the total guidance program; Part II (Chapters 2-8) elaborates on the seven essential components that will be used to evaluate coalition-based career planning efforts; and Part III (Chapter 9)

provides a self-evaluation process and form designed to help leaders direct a comprehensive self-study.

### Career Planning within Comprehensive Guidance Programs

*School-to-work initiatives depend on effective career planning.*

The current emphasis on school-based individual career planning has evolved as a result of a number of seemingly unrelated initiatives. Actually, these efforts serve to emphasize the interrelatedness of the school community, as well as how various groups can learn from each other. Some of those initiatives include:

- Local efforts to plan career events such as Career Day, Shadowing Day and Career Interviews. Students participate and reason through to a career goal based on their knowledge about their individual interests and abilities.
- Passage of PL 94-142, Education for all Handicapped Children Act of 1975, and PL 101-476, Individuals with Disabilities Education Act of 1990 (IDEA). These initiatives emphasize the importance of individual education plans, including plans to facilitate the transition from school to work (career planning) for individuals with disabilities.
- The national movement to conceptualize and define guidance as a comprehensive program equal in importance to other programs in the total school curriculum.

*Career planning cannot stand alone. It is an important element of a total guidance program.*

Each initiative has at its core the importance of life after high school, and the latter two emphasize the importance of systematic, sequential and comprehensive planning for life. The national movement toward comprehensive guidance programs will be addressed in greater detail here because of its emphasis on all students, and because systematic planning and collaborative effort are an integral part of the comprehensive guidance model.

Gysbers and Starr (1993) have articulated the need for school systems to focus on guidance as a program of the total school. That is, guidance programs should be encouraged for all students; they should be based on a specific set of goals and student competencies; and they should function as an ongoing part of the school curriculum, regardless of who is in the position of counselor.

The comprehensive guidance model places an emphasis on school leaders' commitment to designing, planning, implementing and evaluating a guidance program that has a clearly defined purpose; systematically develops identified competencies throughout a student's school career; and is a coordinated effort, led by the counselor, of all school personnel.

*An organized process will bring results.*

In order to carry out the comprehensive guidance model, structural and programmatic components are essential. They are listed below (Gysbers and Starr, 1993):

**Structural Components: Provide the operational direction**

- Definition and philosophy
- Facilities
- Advisory council
- Resources
- Staffing patterns
- Budget

**Programmatic Components: Direct the program activities**

- Guidance curriculum
- Individual planning
- Responsive services
- System support

The comprehensive guidance program is developmental and seeks to promote students' life development in career planning and exploration, knowledge of self and others, and educational and vocational development. Competencies in these areas are developed primarily through individual and group activities within the guidance curriculum and individual planning components.

Career planning for all students is a natural and necessary part of any comprehensive guidance program. The career planning process encourages students to use the totality of guidance experiences to date to plot a successful future. The individual planning component allows students to participate in a series of structured activities that result in applying decision-making and planning skills to building their futures. The student formulates and brings into focus a tentative career goal, plans academic and vocational courses, and identifies the levels of competency, certification and/or achievement that will be necessary to reach the established goals. This can be accomplished in any number of ways. For example:

*Career planning brings action today and direction for tomorrow.*

- Portfolios can be used as personalized organizers while the individual is in school.
- Pre-apprenticeship learning may lead to a capstone world-of-work experience.
- Written career plans can offer direction and structure for future activities.
- Mentoring relationships provide possibilities for ongoing reality testing.

Early, complete and ongoing career planning keeps career doors open to numerous possibilities and opportunities. An individual's future is limited only by the imaginations of those involved in the planning. It is the formalized career planning process that this guidebook addresses—so that students are better able to realize opportunities and reach their full potential.

### The Seven Cs of Career Planning

Seven essential elements of career planning have been identified by the National Consortium of State Career Guidance Supervisors. The State Guidance Supervisors believe these elements encapsulate the common practices in the field. These Seven Cs are the standards by which career planning efforts will be reviewed and rated in the National *Planning for Life* Recognition Program. They are:

*The Seven Cs of career planning.*

1. **Clarity of Purpose:** Shared understanding of the program's purpose by school, family, business and community.
2. **Commitment:** Ongoing investment of resources in the program by school, family, business, labor, industry and community.
3. **Comprehensiveness:** The degree to which the program addresses all participants and ensures that all career and education opportunities are fairly presented.
4. **Collaboration:** The degree to which schools, family, business and community share program ownership.
5. **Coherence:** The degree to which the program provides a documented plan for all students and furnishes specific assistance and progress assessment.

6. **Coordination:** The degree to which the program ensures that career planning is developmental and interdisciplinary.

7. **Competency**: Evidence of student competency attainment.

The next seven chapters more fully address the Seven Cs and include detailed descriptions and ideas for implementation. This information is intended to help schools and agencies focus on the structure and essential elements of complete career planning. Some may choose to use the guidebook to provide direction for development of a new program, while others will use to assess their current programs and make improvements or refinements. It is hoped that many will find it helpful in preparing an application packet for the Army National *Planning for Life* Recognition Program. Participation in this awards effort will help to identify and promote successful career planning processes that operate across the nation.

*This guidebook provides the framework for developing, improving and evaluating career-planning activities.*

**KEY POINTS OF CHAPTER 1**

1. School-based career planning is most effective when it is included as an ongoing part of a comprehensive guidance program.

2. The seven components (seven Cs) of coalition-based career planning are: Clarity of Purpose, Commitment, Comprehensive, Coherence, Coordination and Competency.

3. The National *Planning for Life* Recognition Award is intended to promote effective career planning process for youth and adults in various settings.

4. This guidebook is designed to provide guidance to those developing or improving career planning activities, including those who have chosen to become a part of the *Planning for Life* Award program.

# PART II

# THE SEVEN Cs OF CAREER PLANNING

## CHAPTER 2: THE FIRST C–CLARITY OF PURPOSE

**CLARITY OF PURPOSE: Shared understanding of the program's purpose by school, family, business and community.**

Creating a **Clarity of purpose,** a shared understanding of the purpose of the program, is the first step in coalition building, as well as in developing systematic and sequential career planning processes. A key element of the definition is "shared understanding," which implies a collaborative role in developing the purpose for career planning efforts. Thus, it will be important for representatives of all groups involved in the coalition–school, business, labor, families and community–to help set the direction, pace, methods and expectations. If existing efforts are being evaluated, it may be useful to bring together a representative school and community group to review and reaffirm/modify the purpose as currently stated and operating.

*Shared responsibility and participation evolve from shared belief in the process.*

### Defining the Purpose

The purpose of the national *Planning for Life* program is based on commonly held principles about career planning. The information contained in this chapter is intended to provide starting points for local discussions about the need for becoming involved in a concentrated and complete career planning effort. While it may seem obvious why schools become involved, it is important that all groups in the community have an opportunity to share their unique reasons for involvement as well as their expectations. It is through the process of talking together that the key elements of coalition building–mutual respect and trust–are developed. The following paragraphs provide a discussion of some of the existing deficits that have led to the critical need for improved career planning for all youth and adults.

*Mutual respect and trust precede involvement and support.*

### The Need

Today's youth and young adults are faced with the prospect of entering a rapidly changing workforce. This will require all workers to possess ever-increasing academic skills, combined with emerging technical skills such as computer literacy, that a decade ago were required only by only a few workers. Most students are not prepared to make education and career-related decisions. A typical eighth-grade student lacks the knowledge and information-gathering skills to determine the best educational route to follow. Consequently, many high school students pursue an easy way through school, satisfy minimum graduation requirements, and leave the system ill-equipped to face the future.

Dr. Gene Bottoms, director of the Southern Regional Education Board Vocational Education Consortium, points out that students who don't see a connection between high school and future success are doomed to spend their school years in a "neutral" position (Bottoms, 1993). A number of other reports and studies point to the need to reduce or eliminate the number of students in a general track. ("The Forgotten Half,." William T. Grant Foundation, Commission on Work, Family and Citizenship, Washington D.C., 1988.; "High Skills/Low Wages–America's Choice," National Center on Education and the Economy, Rochester, NY, 1990.) Counselors and teachers have a responsibility to help all

*Research is clear: Individuals achieve goals only if they have developed them.*



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students understand the role their present activities and planning play in their future success. One way to do this is to provide systematic and sequential opportunities for students to think about and explore future opportunities.

*Career planning principles form the foundation for effective efforts.*

The National Consortium of Career Guidance Supervisors recognizes a set of eight principles as a foundation for career planning. These principles can provide the impetus for defining the specific purpose of individual and locally relevant programs:

1. An individual's career is reflective of lifelong planning and work preparation. Career is defined as the totality of work, paid or unpaid, one experiences in a lifetime.

2. Freedom of choice is one of the most cherished rights in a democratic society. Freedom to choose education and work options is expanded by knowledge and constricted by ignorance.

3. Every student has the right and the responsibility to learn career planning skills and to gain the knowledge necessary to make informed choices, which can then be tested in a supportive environment.

4. All students deserve career assistance regardless of their program of studies or their educational and career goals.

5. Successful education and career planning is the shared responsibility of schools, students, families, employers and communities.

6. Career planning is fundamental to the individual delivery of education. It empowers counselors and teachers to stress the relevance and application of coursework to careers.

7. Parental and employer involvement enriches the educational and career planning efforts in schools.

8. Students who use career planning skills and plans as guides to select education and work options are more adaptable to the changing labor market, carry advantage into the learning process, and are more productive, employable and satisfied at work.

*Local definition is important.*

Discussions of local needs and expectations could be stimulated by using the eight principles. This and similar local information should be provided to those defining and reviewing the purpose of local activities. From this discussion, customized core beliefs or principles will be developed. These will lead to a collaborative definition of purpose—one that all groups can own and thus promote. Once the purpose has been defined, it is critical to communicate the purpose of career planning to the full array of those who will be involved—school personnel, families/care-givers, community leaders, employee groups, labor leaders and employers.

### Communicating the Purpose

*Effective communication is crucial.*

Communication is a means of gaining involvement, input and support in the development process, and it keeps people motivated and informed. While planning ways of communicating the purpose and activities of career planning, consider the following:

- **Defining the audience:** The *Planning for Life* Recognition Award evaluation criteria identify school, family, business and community as key groups to be involved and to whom the purpose should be communicated. What specific groups need to be informed (e.g., PTA/PTSO, chamber of commerce, job service, service organizations, political leaders, postsecondary education institutions)? To whom will information be directed in each group? How will all members of the identified groups be informed?

*Define the audience.*

- **Deciding the means:** How will the information be disseminated? In what form (e.g., student handbooks, newsletters, news releases, public service announcements, pamphlets/brochures, public access channels, public forums, orientation sessions)? Should the form be different for each group?

*Decide the means.*

- **Assigning responsibility:** Who will be responsible for organizing and following through on communicating the purpose of career planning to the various groups?

*Assign responsibility.*

- **Documenting clarity of purpose:** How will shared understanding be documented (e.g., policy statements, copies of printed materials, written communication, videotapes, meeting announcements, minutes)?

*Documenting results is most important.*

As this component is being developed or reviewed, the *Planning for Life* School Review and Rating Sheet found in Chapter 9 will be helpful.

**KEY POINTS OF CHAPTER 2**

1. **Clarity of Purpose** means that the specific purposes of career planning are understood and agreed to by all participants.
2. Shared understanding and agreement are attained by shared discussions.
3. The purpose will be founded in local need and a set of guiding principles/beliefs.
4. Communicating the purpose to all groups who have a role and/or stake in the program's effectiveness will contribute to the career planning successes of students.

## CHAPTER 3: THE SECOND C–COMMITMENT

**COMMITMENT: Ongoing investment of resources in the program by school, family, business, labor, industry and community.**

*Commitment leads to real linkages between learning and earning a living.*

An effective, systematic and sequential career planning process requires the demonstrated commitment of a variety of individuals and groups. Commitment will be evidenced by investments and support over time. All involved must realize that career planning must be ongoing and broad-based if it is effectively to forge the link between an individual's education and successful career. Broad involvement in Clarity of Purpose sets the stage for securing the required ongoing Commitment to action. It will be a part of the role of the leader of the career planning process actively to seek the continued Commitment of the various groups.

Individuals and groups may have the desire to demonstrate their Commitment; however, they may not know exactly what is needed or expected. This chapter provides examples of the types of Commitments needed from the individuals and groups involved in the process.

The groups whose Commitments are central in providing support and direction to career planning include (but may not be limited to):

- School administrators
- School guidance staff
- Teachers and other school staff
- Business, labor and industry personnel
- Parents/other caregivers
- Students
- Community leaders
- Community agencies

### Commitments Needed

*Commitment is measured by action.*

The degree of various groups' Commitment will be measured not only by verbal and written statements of support and recognition, but also by actions such as devoting time, personnel and resources (financial, human and material) to the career planning process.

#### School Board and Administrative Commitment

*School board and administrative commitment is vital.*

In school-based career planning, Commitment from the school board (or other governing body) and all levels of the administration is critical to the involvement of all others. The school board/governing body approves programs and activities, and administrators are the link of authority among all other groups. It is important that they believe in the process, expect the involvement of staff and students, provide the environment and resources, and tie the community into delivery. Their commitment will encourage the involvement of students, the implementation of activities by teachers and counselors, the assumption of responsibility by parents and caregivers, and an increased confidence in the employability of youth by employers.

The following are examples of actions and positions that demonstrate school board and administrative Commitment:

- Require a written and action-oriented career plan as a part of the curriculum.
- Authorize financial resources for implementation (including personnel, space and materials).
- Provide data and information needed for the career planning process.
- Communicate endorsement of the career planning process to students with a strong sense of expectation.
- Support and require faculty/staff in-service training activities.
- Assist in communicating the nature and value of career planning to staff, students, parents and the community.
- Articulate linkages to other local guidance and employment programs and agencies.

**Guidance Personnel Commitment**

*Guidance personnel must lead with commitment.*

Guidance personnel will express their Commitment to the career planning process by assuming some form of leadership. They can take the lead in gaining the support required to ensure that all students have written, individualized career plans that are used, reviewed and revised as needed. They can also obtain and maintain the committed involvement of all needed groups. Their commitment can be further demonstrated by encouraging or conducting local research and evaluation activities.

*Career plans and their use depend on counselor leadership.*

Suggestions for specific actions include:

- Establish career planning as a priority.
- Commit time to implementing the process.
- Commit time to learning more about the process through reading, seminars, workshops and discussions with other counselors.
- Work with administrators to communicate the nature and value of the career planning process to students, teachers, staff, parents, business, labor, industry and community.
- Involve the community in career planning processes.
- Lead staff development activities related to career planning.
- Assist in the management of ongoing implementation, evaluation and improvement of the career planning process.
- Consult with teachers and other staff members to plan and facilitate the infusion of career planning into all areas of the curriculum.
- Take actions that will ensure that students' career planning and plans are taken seriously, and used by students and all adults involved in the students' lives.

### Teacher and Other School Staff Commitment

*Teacher and staff commitment leads to student motivation.*

The Commitment of the total school staff is demonstrated by their establishing an environment that supports and enhances the development and implementation of career planning activities–especially the development of specific student career goals and individualized career plans. They **should** personalize instruction by using classroom plans to increase student motivation, and model the value and importance of planning for life. Following are some suggestions:

- Support the career planning process during discussions of budget, time and curriculum priorities.
- Review and encourage student use of individual career plans.
- Infuse the elements of career planning into the curriculum and students' classroom experiences.
- Provide data and information about student successes that will support the continuation of the career planning process.
- Work with business, labor and industry to relate employer needs to career planning and the curriculum.
- Integrate students' career interests and needs when planning and implementing instructional strategies.

### Business, Labor and Industry Leaders' Commitment

*Commitment of business, labor and industry leadership results in strengthened partnerships.*

Business, labor and industry leaders have a special stake in the career planning process. They will be the employers of our graduates; as such, they must be partners with the school in preparing students for the workforce. Their active Commitment to school-based career planning has the potential for saving both time and money by helping the interview process and making better staff selection decisions. Just as it is important for top-level school administrators to visibly support the career planning process, so is it important for the chief executive officers of businesses, labor organizations and industries to visibly support the process for their employees and community's schools. By demonstrating that they expect and will reward participation by employees in the career planning process, employers will help facilitate the development of true partnerships. Specific activities include:

*Employer use of students' career plans makes them relevant.*

- Work with school boards and school administrators to ensure that students leave school with a plan and credentials for employment.
- Serve as consultants to schools that are establishing or reviewing criteria/formats for individual career plans.
- Expect applicants to have and use career plans during interviews for part-time and temporary positions.
- Serve as mentors and encourage employees to serve as mentors for students.
- Provide job-shadowing/internship opportunities.
- Work with teachers to relate the local world of work to classroom curriculum.

- Devise strategies to demonstrate the relevance of instruction to the world of work.
- Serve on career planning advisory groups.
- Provide needed resources through partnerships.

**Parent/Caregivers' Commitment**

*Commitment of parents and caregivers provides a vital linkage among home, school and community.*

As primary influencers in the lives of young people, parents and other caregivers are key partners in the career planning process. They can demonstrate their Commitment through their encouragement and support of a systematic and sequential career planning process within the school, as well as within the community at large. They can demonstrate their Commitment by expecting students to develop and implement a career plan, and by subsequently using the plan as a basis for reviewing students' progress, both at home and with school personnel. Some ways parents and other caregivers can demonstrate their Commitment include:

*Parents are most influential and can set a positive tone.*

- Express support for a systematic and sequential career planning process to the school board and school administrators, especially during the curriculum and budget adoption processes.
- Volunteer for and serve on curriculum and/or guidance advisory boards.
- When doing business with local businesses, inquire about their involvement in the career planning process. If they are unaware of the career planning effort, encourage them to become involved.
- Help youth develop and then review career plans on a regular basis.
- Support young people's exploration of a variety of career opportunities.
- Attend school functions related to educational and career opportunities.
- Volunteer to serve as role models, mentors and speakers in areas of expertise.
- Use an up-to-date copy of the student's career plan as a basis for discussion during conferences with teachers and other school personnel. If individual teachers do not have a copy, make one available.

**Student Commitment**

*Students set the tone, but they can't work alone.*

Students' Commitment to planning for life is the most important commitment of all. Students who are committed to career planning for themselves will be able to take full advantage of the external supports that are developed through a coalition-based career planning effort. Their commitment and enthusiasm will encourage those outside the school to continue their own commitment to the process. Student enthusiasm will best be developed through home and school interventions, and by meeting role models with career planning success stories. Depending on the local situation, it may be advantageous to focus on obtaining the commitment of a core group of students, who can then spread the word that Commitment to career planning is actually useful to what they want to achieve. Once positive attitudes are developed and students accept the importance of career planning, their actions demonstrating Commitment might include:

- Expect and seek teacher and counselor assistance in setting, refining and attaining goals.

- Involve a variety of people–within and outside the school–in the development, improvement, extension and expansion of career plans.

- Claim ownership and responsibility for a career plan and its implementation.

- Work with the student governing body to develop peer mentoring programs that will involve younger students in the career planning process.

- Volunteer to serve as a student representative in the school's planning and decision-making processes–especially those at which curriculum and budget are discussed.

- Indicate systematic and sequential career planning processes as a priority on surveys of student interest and encourage peers to do the same.

Commitments made by these groups will increase in relationship to their involvement, and thus their ownership, in the career planning process. As the benefits of career planning are realized by students, the Commitment of all participants will increase. These Commitments will result in a positive school climate in which systematic and sequential career planning thrives.

*Self-expectations take precedence over those developed by others.*

**KEY POINTS OF CHAPTER 3**

1. **Commitment** is the ongoing investment of resources in the program by school, family, business, labor, industry and community.

2. Individuals and groups may need to be educated about the specific Commitments needed to make career planning effective.

3. The proactivity of guidance personnel will be a key in obtaining the Commitments needed.

4. Student Commitment and enthusiasm for systematic and sequential career planning processes will generate ongoing Commitment and enthusiasm from groups and individuals within and outside the school.

## CHAPTER 4: THE THIRD C–COMPREHENSIVENESS

**COMPREHENSIVENESS: The degree to which the program addresses all participants and ensures that all career and education opportunities are fairly presented.**

*Career planning must be available for everyone: all students, all employees, all clientele.*

For the career planning process to be effective, it must be organized within a developmental, systematic and sequential framework and be available for all individuals within the target population. If career planning is school-based, it should encompass all students; if it is part of an employer's career development program, it should address all employees; and if it is a part of a community agency's programming, it should appeal to a broad base of clientele. Career planning must be delivered by counselors, teachers and human resources development staff, and it should be supported by administrators, parents, managers, union leaders and community administrators. Comprehensive career planning includes the following nine components (suggested strategies for implementing each component are included):

*Career planning is comprehensive.*

1. **All students or employees participate in a structured career planning process based on a comprehensive set of outcomes or competencies.**

   - School-based career planning strategies are designed to include all students in grades served (6-14), regardless of future plans or present abilities and attitudes. Plans include strategies for homebound students. This might occur through a required class such as English/Language Arts or through a required career planning course.
   - All parents are informed of career planning opportunities and are urged to encourage their child's participation.
   - Work site, community-based, adult-focused career planning processes are designed to allow access to information about availability of activities, as well as access to the activities themselves.
   - The overall plan for the career planning process is written and available to all individuals.

2. **Career planning activities are conducted at all levels.**

   - Developmental, systematic and sequential activities build on each other to enable all participants to acquire increasingly more complex knowledge, skills and understanding over time.
   - Adult-focused strategies are designed for those at all stages of their careers–beginning, middle, ending, unemployment and in transition.
   - School-based strategies are relevant to learning outcomes at each grade level.

- Career plans include processes and strategies to help individuals make the transition from the present level to the next.

- Age-appropriate out-of-school strategies allow parents and other adult role models to assist in developing career planning skills appropriate to each development level.

3. **Equity is a theme throughout; that is, all areas of leisure, work, education and training are explored without limitations imposed because of gender, race or physical condition.**

*Career planning is equitable.*

- Opportunities are provided for all participants to explore a vast array of possibilities. Strategies include planned involvement in exploration of areas that have never been considered by the individual.

*Mentors, models and opportunity to reality-test dreams are important.*

- All students are given the opportunity to become familiar with people who are successful in their careers and who happen to be physically challenged.

- Role models of all races help individuals learn more about specific careers.

- Print, audio and video materials represent our world's diversity.

- Parents are involved in seminars and workshops that expand their thinking and help them to encourage their children to explore new possibilities.

4. **A variety of assessment data are examined, and new assessments are conducted as needed.**

*Career plans are based on information about the individual.*

- Standardized and informal group and individual assessment results are interpreted and used to help students plan.

- Results of field experiences (shadowing, internships, field trips, site observations), simulations and other experiences are included as a part of the assessment process.

- Students are actively involved in choosing types of assessments to be administered and in the interpretations of the results.

- Parents and other caregivers provide valuable information about students' at-home interests and activities.

5. **Individual abilities, aptitudes, achievements and interests form the base of goal setting.**

*Reflections of yesterday—not barriers to tomorrow—is the basis for career planning.*

- The assessment results and input from students, teachers, parents and employers are all a part of the reality-testing of potential goals.

- Goals may include skill development strategies.

- Yesterday's successes (aptitudes and achievements) are the best indicators of future success.

6. **Extracurricular activities support and assist the career planning process.**

*Encouragement is of little help without related expectations.*

- Individuals participate in out-of-school activities that provide hands-on experience in an area of interest.
- Individuals are made aware of clubs and organizations in their areas of interest.
- Parents identify individuals in the community for their children to talk with and, perhaps, shadow at the work site.

7. **Career planning is ongoing, and individuals are encouraged to use their plans frequently and systematically.**

- In school-based career planning, teachers and students use individual career plans when planning individual and group class projects.
- Competencies gained as a result of career planning activities are assessed at least twice each year.
- Individuals are provided information and are assisted in relating current competencies to those deemed necessary to achieve future personal and career goals. Where there are deficits, individuals establish a "mini-plan" and periodically review their progress with the help of a counselor or other professional.
- Career plans are reviewed and revised periodically to ensure their continued relevance to the individual.

8. **In school-based career planning, parents, teachers and community employers are provided adequate support information to carry out their respective roles.**

*Expectations are empty without commitment and resources.*

- Everyone who is expected to assume a role in the career planning process is provided with a description of responsibilities, with both concise printed resource materials and a list of additional resources available.
- Opportunities to participate in discussions and information seminars are provided for parents, teachers and community employers.
- Teachers assist in delivering career planning concepts by incorporating appropriate learning activities into their regular classroom instruction.

9. **A written documented plan is developed by and for each participant.**

- Every individual involved in the career planning process is required to develop a relevant and specific career plan. The plan will include long and short range goals.
- The plan is a collaborative effort of the student, school personnel, family/caregivers and employers.



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## KEY POINTS OF CHAPTER 4

1. **Comprehensiveness** of a career planning process will be reflected in the assurances that all students or employees are involved and that the process encompasses a set of specific competencies.

2. A comprehensive process ensures that equal opportunity to a broad range of exploratory activities is guaranteed for all participants.

3. An individual's goals and career plan are based on comprehensive and varied assessment activities.

4. The career plan is the focal point for comprehensive career planning strategies.

## CHAPTER 5: THE FOURTH C–COLLABORATION

**COLLABORATION: The degree to which schools, families, business, labor, industry and community share program ownership.**

*Collaboration grows from Commitment.*

It is through Collaboration that the first three Cs–**Clarity**, **Commitment** and **Comprehensiveness**–have been developed, and it is through Collaboration that the next three Cs—**Coherence**, **Coordination** and **Competency**–will be developed. Collaboration means that family members, teachers, counselors and employers work together to help each student establish and achieve goals through ongoing career planning. Community agencies and organizations representing social service, military and employee groups assist in building, reality-testing and modifying individual career plans.

*Collaboration means working as a team.*

The group of school, home, community and employer representatives who participated in articulating the program's purpose have demonstrated Commitment. They have also contributed to the comprehensive nature of career planning and will need to continue their input and participation. The local expertise that helped develop a career planning process to meet unique local needs must be used in the ongoing planning, implementation and evaluation cycle to assure that the process continues to meet local needs.

*Collaboration means ownership.*

Collaboration means ownership. The operating principle is that those who have been involved in the development will have a commitment to continue their work to make the process successful. Collaboration requires that all community members see the life plans of youth and young adults as important to the entire community. They must recognize the importance of being a collaborator–to themselves and to the individuals they assist. This means more than being cooperative and giving lip service to the concept: it means buying into the action.

*Collaboration is more than cooperation: it is partnership.*

Following are examples of collaborative partnerships:

| Career Planning Function | Partnership Strategy | Potential Partners |
|---|---|---|
| Assessing student needs, interests, past experiences | Bringing together the best assessment staff, tools and settings for student use | Business<br>School/guidance<br>Community agencies<br>Vocational schools<br>Postsecondary institutions |

| Career Planning Function | Partnership Strategy | Potential Partners |
|---|---|---|
| Interpreting personal data to serve as base for goal setting | Assembling a team of professionals who can best understand and interpret student data | Personnel directors<br>Student services<br>Counselors<br>Job officers from throughout the community<br>Vocational school assessment specialist |
| Developing specific goals, including short-term and long-term strategies for meeting goals | Developing an employer-school mentoring program that matches faculty, employers and employees with students with similar interests | Interested community members |
| Providing information and resources needed for individual career planning | Creating a consortium of community agencies that will share, in centralized locations, all forms of work and education data, and structured career planning materials | Vocational schools<br>Labor unions<br>Chambers of commerce<br>National Alliance of Business<br>Job Training Partnership Act<br>Special interest groups<br>Employer groups<br>Publishers |
| Evaluating program effectiveness | Forming a community team annually to evaluate the total program effectiveness | Employers<br>Parents<br>Community agencies<br>Labor unions |

**KEY POINTS OF CHAPTER 5**

1. **Collaboration** is the shared ownership individuals have in the career planning process.
2. **Collaboration** is a key element in each of the other Cs.
3. The entire community must "buy into" the importance of youth's life plans to the community.
4. Individuals and groups who are involved will work together to help youth and in turn will benefit themselves.

## CHAPTER 6: THE FIFTH C–COHERENCE

**COHERENCE: The degree to which the program provides a documented plan for all students and furnishes specific assistance and assessment of progress.**

*Coherence means a logical progression.*

The heart of the career planning process is the individual's life career plan. This plan demonstrates and measures the effectiveness of the other processes. *Webster's New World Dictionary* defines **Coherence** as "the quality of being logically integrated, consistent"; coherent is defined as "logically connected; consistent; clearly articulated." Therefore, a coherent career plan will be logically connected and integrated over time.

Coherence relies on the developmental and sequential nature of the career planning process. Individuals will systematically develop their plans one step at a time with the assistance of individuals within and outside the school setting. One aspect of the plan may be developed in one grade while another is developed in a subsequent grade. As procedures for formalizing the plan's development are considered, it will be helpful to keep the following in mind:

- Every student must have a plan.
- The plan will be comprehensive, developmental and sequential.
- Procedures must include provision for regular and systematic review and modification.
- Plans will incorporate a student's transition needs. This includes end-of-year or end-of-experience progress assessments and recommendations for next steps.

The remainder of this chapter will discuss the benefits of a documented plan and provide suggestions for content, format, management and use.

### Benefits of Developing a Documented Life Career Plan

On the surface, it may appear that the individual benefits most from having a documented life career plan. In reality, evidence shows that everyone associated with that person will benefit equally as a result of the individual's plan.

#### Benefits to Students

*Career plans focus on the positive.*

*Everyone benefits from motivated students and employees.*

- Developing a plan actively engages students in thinking about their lives–a process they might not realize is important.
- The plan involves youth with adults in a supportive relationship.
- The process encourages youth to recognize personal responsibility for life career decisions.
- The life career plan helps youth focus on their own positive aspects.
- The life career plan provides a consistent focus point for youth, and enables them to see their progress in a tangible form.

**Benefits to Classroom Teachers**

- Involvement in developing an individual's life career plan enables teachers to become better acquainted with the total individual.
- Individual life career plans can serve as motivators for students to explore course concepts in more depth and with greater interest because of the relevance to their lives.
- Individual life career plans provide starting points for classroom projects.
- Working with individuals to develop a life career plan gives teachers tangible evidence of the difference they make in students' lives.

**Benefits to Counselors**

*Career planning enriches teaching and learning.*

- A written life career plan provides all information about an individual in an accessible form.
- The involvement of all school staff in developing individual life career plans ensures that students will be able to have a personalized and coherent plan for their future.
- Other individuals and groups involved in the process gain a better understanding of the importance of the total guidance program.
- The counselor gains a broader understanding of the ways in which career planning processes can fit into the curriculum of each class, thus facilitating long-range guidance program planning.

**Benefits to Family**

*Benefits must be measured and reported.*

- For families that are committed to encouraging broad exploration of all possibilities, the life career planning process serves as a means for enhancing communication and minimizing conflict.
- Life career plans may give a consistent focus and direction to a previously undirected life.
- Early planning for life after high school provides parents with confidence in their children's future.
- The total process helps parents and other caregivers know they are influential in their children's lives.

**Benefits to Employers**

- A documented and tangible life career plan enables employers to more accurately assess the individual's potential for success in the workplace.
- Involvement in developing life career plans provides an opportunity for influencing the preparation of individuals for the workforce.
- Having and using employee career plans assists in employee growth and productivity.

**Benefits to the Community**

- Implementation of life career plans will help ensure that individuals will be prepared to accept responsibility in the community.
- The direction toward employment that a life career plan provides results in less unemployment.
- Community involvement in the planning process will develop stronger linkages between the community and the schools.

## Contents of the Life Career Plan

*Life career planning is a lifelong commitment to self.*

The first step in ensuring the Coherence that a personalized career plan brings to the career planning process is to define the plan's purpose, and then to determine the information needed for the plan to be accessible and useful for all individuals. Collaboration will be important; many people will be using the individual's plan.

**Defining the Plan's Purpose**

*Plans need structure, sequence to result in action.*

Clarity of purpose for the actual career plan will ensure that adequate and accessible information will be included. In clarifying purpose, the following questions provide direction:

- How will the individual's plan be used?
- Who (other than the individual) will be using the plan? In what ways?
- What time period will the plan cover?
- What aspects of the individual's life will be included in the plan?
- What decisions will be made based upon the plan's contents or effectiveness?

Once the plan's purpose is clearly defined, the information needed to meet that purpose can be identified.

**Information Needed**

*What information is needed?*

While the extent and specificity of information needed to meet the plan's local needs/purposes will vary, it is likely all plans will include the following information:

- Demographic data about the individual
- School and activity preferences
- Goals
- Desired lifestyle
- Current career choices, including reasons for those choices
- Assessment results
- Work experiences
- Implications of above information

After selecting information to include in the individual's life career plan, the next step is to determine the format for organizing and documenting that information.

## Format for the Life Career Plan

*What format should be used?*

The format or formats selected should convey the most comprehensive information about the individual. The portfolio is perhaps the most common "organizing theme" for life career plans. In its broadest form, it includes a variety of formats by which information is collected and stored. This may include computerized information about an individual, a videotape of the individual in various roles, an audiotape of people being interviewed about the individual's skills, and material written by the individual. Today's technology makes the possibilities limitless. All materials must be organized to ensure the information is consistently presented and accessible.

Format decisions should be made collaboratively by all those involved in the development, use and maintenance of the plans. There are several prepackaged formats available that are worth reviewing.

## Management of Individual Life Career Plans

*It's not the method but the use that's important.*

During the planning process, it is critical that consideration be given to the management of the career plans. After attending a workshop on the authentic assessment process, one administrator remarked that the district would have to buy boxcars in order to send students' cumulative records to colleges. This points to the need to plan ahead in regard to the following:

- Who will be responsible for storing career plans and the accompanying documentation? Where will they be stored?
- Who will have access to the individual's career plan? How?
- When will the plans be reviewed? By whom? By what criteria?

While there are caveats, the concept of a life career plan fits well with the concepts of portfolio and authentic assessment. Many schools are working to develop means by which student progress can be documented in more realistic, varied and equitable ways than the traditional testing methods using standardized pencil-and-paper instruments. This will be an excellent opportunity for collaboration: counselors can use teachers' expertise and experience to develop local guidelines for the life career plan.

## Use of Life Career Plans

*Development and use of career plans in school transfers into adult life.*

A factor in the measurement of process Coherence will be the ways in which career plans are used by students and others involved in helping the student. The following are possible uses:

- During the course selection process, all students' plans are reviewed. If a four-year schedule is included in the plan, it will be used to select courses for the coming semester or year. If there is not a four-year schedule, one will be developed.
- At the end of each year, students and teachers review plans together in order to plan the summer and next year's goals and experiences.

- Plans are systematically reviewed to ensure continued relevance of specified career choices. New information gained through experience and assessment is evaluated and incorporated into the plan as appropriate.

- Career plan discussions are held on a regular basis throughout the school year for all students to talk about activities and to explore any challenges to progress and success.

- Career plans are used, with the student's involvement and/or permission, in Student Assistance Team meetings about individual students.

- Students with unfocused or limited career plans and involvement are referred to a Student Career Assistance Team for intensive help.

- Career plans are the focus of exit interviews with students who leave the school, whether as dropouts or graduates.

The use of the life career plan will add to the coherence of the total career planning process. It is through the plan that logical connections of course, work and life experience can work together to help the individual reach life goals—in the present as well as in the future.

**KEY POINTS OF CHAPTER 6**

1. **Coherence** is measured by logical connections throughout the career-planning process.

2. The individual's life career plan is the point at which the connections come together.

3. The life career plan will be developed over time and will be reviewed on a regular basis.

4. Collaboration among all individuals is important to the process of developing Coherence—connectiveness—in the individual's plan.

## CHAPTER 7: THE SIXTH C–COORDINATION

**COORDINATION: The degree to which the program ensures that career planning is developmental and interdisciplinary**

*Coordination leads to developmental and interdisciplinary career planning.*

In terms of making things happen, the Sixth C–**Coordination**–is the most important. Coordination has two requirements. The first is that all of the activities be interconnected; that individuals at each grade level know what has occurred at previous levels and what will occur at the next levels. Not only must there be Coordination among the grade levels in the school, but also among school- and community-based programs, such as special education, vocational education and Tech Prep.

The second requirement is that someone must be responsible for assuring that the process is indeed operational and coordinated. This individual will be the "pivot point" for action and will monitor the process at all levels. A school-based developmental and sequential career planning process requires the commitment of school personnel, as well as members of the total school community. Each must share in the responsibility and implementation of the program. While a collaborative team approach is, indeed, vital to its success, even more vital is someone being appointed to provide leadership. Time must be made available for the coordination of activities. Examples of activity coordination include:

*Time is an important resource commitment.*

- Organize initial planning sessions at which **Clarity** of purpose is developed and the beginnings of **Commitment** are established. Identify the participants and make arrangements for meeting rooms, equipment, agenda and food.

- Determine the means by which people will be brought together to articulate the nature of the program's **Comprehensiveness**. Plan and organize staff development opportunities, and coordinate efforts that will lead to opportunities for all students no matter what their plans after high school might be.

*School and community need to be one.*

- Coordinate public announcements about career planning to be sure consistent and accurate information is communicated to the public.

- Identify and bring together individuals and groups for periodic discussions about the process, operational as well as content aspects.

The list could continue; however, the point is that without having someone identified as coordinator for the whole process as a part (or totality) of designated work functions (with adequate time provided to make coordination a priority), many great ideas will never be implemented.

**KEY POINTS OF CHAPTER 7**

1. **Coordination** ensures that the career planning process is developmental and interdisciplinary.

2. **Coordination** between grade levels is mandatory to assure the sequential development of competencies.

3. There must be **Coordination** between in-school and out-of-school programs.

4. Someone must be assigned responsibility for organizing and coordinating the activities.

## CHAPTER 8: THE SEVENTH C–COMPETENCY

**COMPETENCY: Evidence of student competency attainment.**

*Competencies provide direction for student achievement.*

As mentioned in the first chapter, comprehensive guidance programs are based on a set of specific student competencies. These competencies provide the systematic and sequential direction for the program throughout a student's school experience, and encompass development in areas such as career planning and exploration, knowledge of self and others, and educational and vocational development. Competencies are defined as those skills, knowledge and attitudes that are required of individuals as they learn, work and live in our society. They are acquired through school and community-based learning opportunities. The individual's career plan is an integral part of competency-based strategies. An effective and ongoing competency-based process has three important dimensions that guide the review of career plans by students in collaboration with teachers, counselors, family and employers:

*Career planning only succeeds within a total guidance program.*

1. Competencies currently achieved by students are recorded within the plan along with appropriate documentation.

2. Competencies not yet achieved are documented, with a plan of action to guarantee achievement on a planned basis.

3. A review of the career planning process ensures that an individual's planning is based upon known interests, goals and competency requirements.

There are a number of sources for career planning Competencies. Within the comprehensive guidance program, there will be a set of specific Competencies relating to the career planning component. A number of states and national organizations have developed specific comprehensive guidance and career development Competencies. The Appendix provides a summary of career development Competencies found within the National Occupational Information Coordinating Committee's National Career Development Guidelines. The supervisor of guidance for your state can provide other resources and examples of career development programs and materials.

The following strategies provide points for discussion as the Competencies for the career planning process are being formulated and specified:

*Career planning skills can be taught.*

- An assessment of individual needs is conducted to assist in identifying appropriate Competencies.

- Individuals are systematically assisted in their development of knowledge, understanding and skills specified by Competencies.

- Developmentally appropriate Competencies are specified for each grade level or employee grouping.

- The career planning curriculum is based on the Competencies identified as priority need areas.

- The curriculum is delivered through individual, small group and large group activities.



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- Teachers incorporate appropriate competency-based learning activities into their classroom curriculum and instruction.
- Individual Competencies are systematically assessed on a regular basis.
- The curriculum's effectiveness in delivering the Competencies at each level is evaluated annually.

*Career planning efforts can be measured*

Competency evaluation will be an integral part of the career planning process. In order to evaluate individual competency achievement, counselors, teachers and others need to be involved in the evaluation process. The results will assist in the monitoring process and will facilitate the development of strategies for increasing individual achievement where deficiencies exist. By including individual goals and outcomes, a competency-based career planning process provides an effective vehicle for keeping parents involved in and informed about their children's progress. An effective comprehensive career planning process will include systematic and regular means for parents, employers and others to work with their children, employees or students to review and evaluate their career plans.

*Career planning must be based on specific outcomes.*

Sharing the group evaluation results will assist the school or agency with communicating the strengths, benefits and value of career planning to the total community. This can result in attaining additional human, time and financial resources for the career planning process. Evaluation results will also provide a basis for measuring growth, and serve as a basis for program enhancement. Communicating program success to community members will also alert employers to individuals' career plans, allowing them to provide feedback about career planning's effectiveness in developing competent workers.

Basing a program on specific Competencies will be beneficial to all involved. It will not only facilitate the planning process, it will provide everyone with benchmarks for progress.

**KEY POINTS OF CHAPTER 8**

1. The **Competency** aspect is measured by the degree to which the process provides evidence of student competency attainment.
2. Career planning **Competencies** are a part of comprehensive guidance programs.
3. **Competencies** are identified by a needs assessment.
4. Basing career planning on **Competencies** provides a natural vehicle for evaluation and for communicating results to the community.

# *PART III:*

# *SELF-EVALUATION*

## CHAPTER 9: CAREER PLANNING SELF-EVALUATION FORM

> **If you don't know where you're going,**
> **you'll probably end up somewhere else.**
>
> David Campbell

The purpose of this *Planning for Life* Guidebook is to provide assistance in initiating an extensive comprehensive career planning process and to help those who have programs in place to assess and improve the current efforts. This chapter provides direction for a self-evaluation process.

*Standards for evaluation are based on the Seven Cs.*

The National Consortium of State Career Guidance Supervisors, with input from national, state and local career guidance practitioners, has formulated criteria for review and rating of career planning efforts. These criteria represent the standards against which local career planning efforts will be reviewed and evaluated when submitted for consideration in the state and national *Planning for Life* Recognition Program. These criteria will be useful in the qualitative review of processes that are already in place, but also as qualitative criteria during the developmental stage.

For career planning efforts already in place, it is suggested that a review team consisting of counselors, teachers, administrators, parents and community members be organized. This team would be responsible for conducting a review of the existing effort and making a qualitative assessment of each component (the Seven Cs) of the career planning process. The criteria listed on the self-evaluation form for each component will provide direction.

Initially, the school's career planning processes could be rated according to the presence or absence of each of the seven career planning components. After discussion and opportunity for changes are made, it could be reviewed again with a focus on the *quality* of the program components. The review could be conducted independently by individual review team members or it could be conducted collaboratively. Either way, subsequent group discussion of the rating of each component is an important step in the self-evaluation process. In this way, all concerned gain objective insight about the strengths and weaknesses of the career planning process.

### Existing Efforts

*Improvements are always possible.*

If a career planning process is just getting started, the criteria for each component can be used in each step of the design, with the specific criteria directing the plan of action. As the process is developed, the suggested documentation materials can be integrated into the activities. Incorporating quality standards from the beginning will set the stage for an award-winning program. It is suggested that career planning collaborators keep the criteria checklist nearby throughout the design phase to ensure that each component is evident in the activities.

### New Efforts

*Measure and document quality.*

The following evaluation forms identify measurement criteria and list several documentation suggestions for each of the Seven Cs. A rating scale is provided for assessing each component's quality. These ratings form the basis for discussion and decisions about improvement and further development.

## CAREER PLANNING
## SELF-EVALUATION FORM

Rate each component on a scale of 1 to 5 using the following guidelines:

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| The program component is absent or poorly developed or understood. | | The program component is adequately conceptualized and some evidence exists that it is operational. | | The program component is understood by all parties; considerable evidence exists that the component is an integral part of the program. |

| 1. CLARITY OF PURPOSE | RATING (Circle one) 1 2 3 4 5 |
|---|---|

**Clarity of Purpose**: Shared understanding of the purpose by school, family, business and community.

**Criteria:**

- The purpose represents the needs of all groups.
- Career planning is understood and agreed to by all participants.
- The expected outcomes are understood by all participants.

**Suggested Documentation:**

- Representatives of school, business, labor and community were involved in defining the purpose (evidenced by announcements/minutes of meetings).
- The purpose of career planning has been communicated to students and parents through such varied channels as news releases, student handbooks, booklets and brochures.
- The full scope and purpose of career planning is understood by teachers, counselors and administrators, and is evidenced by policy documents, program descriptions, activities for students and in-service training activities.

**Additional Documentation and Comments:** _____

Rate each component on a scale of 1 to 5 using the following guidelines:

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| The program component is absent or poorly developed or understood. | | The program component is adequately conceptualized and some evidence exists that it is operational. | | The program component is understood by all parties; considerable evidence exists that the component is an integral part of the program. |

| 2. COMMITMENT | RATING (Circle one) 1 2 3 4 5 |
|---|---|

**Commitment:** Ongoing investment of resources in the program by school, family, business, labor, industry and community.

**Criteria:**

- Sufficient time for career planning activities is provided.
- Adequate personnel are dedicated to the career planning process.
- School, business and community show responsiveness to resource needs of career planning.
- Family shares responsibility for the career planning process.

**Suggested Documentation:**

- Pupil/counselor ratio is within state/national recommendations.
- Educational and occupational information in the career center is current and broad in scope.
- Counselors devote 25-35 percent of their time to the individual planning component of a comprehensive guidance program.
- Adequate time is regularly allocated for teachers and counselors to conference with students and parents.
- Support personnel and technology are used to handle records and student plans.
- Information regarding employers' use of career plans provides examples of employers' commitment to career planning.

**Additional Documentation and Comments:** _____

Rate each component on a scale of 1 to 5 using the following guidelines:

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| The program component is absent or poorly developed or understood. | | The program component is adequately conceptualized and some evidence exists that it is operational. | | The program component is understood by all parties; considerable evidence exists that the component is an integral part of the program. |

| 3. COMPREHENSIVENESS | RATING (Circle one) 1 2 3 4 5 |
|---|---|

**Comprehensiveness:** The degree to which the program addresses all participants and ensures that all career and education opportunities are fairly presented.

**Criteria:**

- The process assures that complete information related to work education and training is provided to all teachers, students and parents during the career planning process.
- The process assures a variety of assessment activities that provide data about measured abilities, aptitudes, achievement and interests, which are incorporated into the career planning process.

**Suggested Documentation:**

- Structured career planning activities are conducted for all students in the school.
- Formal career plans are available for all students beginning not later than the eighth grade.
- Equal attention is devoted to assisting non-college-bound and college-bound students to plan a challenging program of academic and vocational study.
- The career planning process takes into account student diversity. It challenges all students to discover interests and abilities, and to pursue high levels of achievement regardless of race, ethnic background or past performance levels.

**Additional Documentation and Comments:** _____

Rate each component on a scale of 1 to 5 using the following guidelines:

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| The program component is absent or poorly developed or understood. | | The program component is adequately conceptualized and some evidence exists that it is operational. | | The program component is understood by all parties; considerable evidence exists that the component is an integral part of the program. |

| 4. COLLABORATION | RATING (Circle one) 1 2 3 4 5 |
|---|---|

**Collaboration:** The degree to which schools, family, business, and community share program ownership.

**Criteria:**

- Partnerships exist between school, family, business and community.
- Administrators, counselors, teachers, employers and students participate together to define and achieve program goals.

**Suggested Documentation:**

- Student-parent-educator career planning conferences take place on a regular basis.
- Parental involvement is evidenced in such things as mailings to parents, home visits and parents serving on guidance advisory groups.
- Business, labor and community involvement is evident through such activities as sponsorship of apprenticeship and other school-to-work programs; job tryouts and shadowing; teaching students job seeking and job keeping skills.
- School-based collaborative efforts are evident in classroom activities and teachers, counselors and administrators working as a team to advise and encourage students.

**Additional Documentation and Comments:** _____

Rate each component on a scale of 1 to 5 using the following guidelines:

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| The program component is absent or poorly developed or understood. | | The program component is adequately conceptualized and some evidence exists that it is operational. | | The program component is understood by all parties; considerable evidence exists that the component is an integral part of the program. |

| 5. COHERENCE | RATING (Circle one) 1 2 3 4 5 |
|---|---|

**Coherence:** The degree to which the program provides for a documented plan for all students and furnishes specific assistance and assessment of progress.

**Criteria:**

- Students develop and maintain documented career plans.
- Student career plans are reviewed and updated on a regular basis.

**Suggested Documentation:**

- The process is formalized, and results in written career plans for each student.
- There is a variety of sources of student information used in the planning process including (but not limited to) measures of interest, aptitude and achievement.
- Systematic and documented effort is made to help students achieve goals outlined in the plan.
- The school environment and learning process are structured to support student goal attainment.
- Students' plans include such things as four year course sequences, and postsecondary goals and plans.
- There is documented follow through with parents relative to ideas for supporting students in realizing goals.
- A written, systematic and verifiable means for monitoring student progress and modifying plans is in place.

**Additional Documentation and Comments:** _____

Rate each component on a scale of 1 to 5 using the following guidelines:

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| The program component is absent or poorly developed or understood. | | The program component is adequately conceptualized and some evidence exists that it is operational. | | The program component is understood by all parties; considerable evidence exists that the component is an integral part of the program. |

| 6. COORDINATION | RATING (Circle one) 1 2 3 4 5 |
|---|---|

**Coordination:** The degree to which the program ensures that career planning is developmental and interdisciplinary.

**Criteria:**

- Career planning is systematically and developmentally designed and implemented.
- Career planning activities are evident throughout the total instructional and learning process.

**Suggested Documentation:**

- School-based career planning processes are part of a comprehensive guidance program.
- There is a systematic procedure for coordinating career planning with the guidance curriculum.
- There is coordination between school levels (e.g., middle/junior high school to high school, high school to postsecondary).
- There is evidence of coordination with special groups and programs, such as compliance with state and federal laws, and guidelines within Tech Prep, school-to-work and apprenticeship programs.

**Additional Documentation and Comments:** _____

Rate each component on a scale of 1 to 5 using the following guidelines:

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| The program component is absent or poorly developed or understood. | | The program component is adequately conceptualized and some evidence exists that it is operational. | | The program component is understood by all parties; considerable evidence exists that the component is an integral part of the program. |

| 7. COMPETENCY | RATING (Circle one) 1 2 3 4 5 |
|---|---|

**Competency:** Evidence of student competency attainment.

**Criteria:**

- The process is based on specific student outcomes.
- All student career plans include individual goals, expected outcomes and strategies for success.
- The program provides for family, school, business and community career plan evaluations.

**Suggested Documentation:**

- Competencies are specified, written and available to all involved.
- Progress toward achievement of career plan goals is measured on a regular basis (exceptional programs may include a student portfolio).
- Students find postsecondary placement into work, training or college as a result of career planning.
- Students demonstrate planning and decision making skills, responsibility and self confidence, and build credentials.

**Additional Documentation and Comments:** _____

## APPENDIX

| CAREER DEVELOPMENT COMPETENCIES BY AREA AND LEVEL | | | |
|---|---|---|---|
| **Self-knowledge** | | | |
| **Elementary** | **Middle/Junior High School** | **High School** | **Adult** |
| Knowledge of the importance of self-concept | Knowledge of the influence of a positive self-concept | Understanding the influence of a positive self-concept | Skills to maintain a positive self-concept |
| Skills to interact with others | Skills to interact with others | Skills to interact positively with others | Skills to maintain effective behaviors |
| Awareness of the importance of growth and change | Knowledge of the importance of growth and change | Understanding the impact of growth and development | Understanding developmental changes and transitions |
| **Educational and Occupational Exploration** | | | |
| Awareness of the benefits of educational achievement | Knowledge of the benefits of educational achievement to career opportunities | Understanding the relationship between educational achievement and career planning | Skills to enter and participate in education and training |
| Awareness of the relationship between work and learning | Understanding the relationship between work and learning | Understanding the need for positive attitudes toward work and learning | Skills to participate in work and life-long learning |
| Skills to understand and use career information | Skills to locate, understand and use career information | Skills to locate, evaluate and interpret career information | Skills to locate, evaluate and interpret career information |
| Awareness of the importance of personal responsibility and good work habits | Knowledge of skills necessary to seek and obtain jobs | Skills to prepare to seek, obtain, maintain and change jobs | Skills to prepare to seek, obtain, maintain and change jobs |
| Awareness of how work relates to the needs and functions of society | Understanding how work relates to the needs and functions of the economy and society | Understanding how societal needs and functions influence the nature and structure of work | Understanding how the needs and functions of society influence the nature and structure of work |
| **Career Planning** | | | |
| Understanding how to make decisions | Skills to make decisions | Skills to make decisions | Skills to make decisions |
| Awareness of the interrelationship of life roles | Knowledge of the interrelationship of life roles | Understanding the interrelationship of life roles | Understanding the impact of work on individual and family life |
| Awareness of different occupations and changing male/female roles | Knowledge of different occupations and changing male/female roles | Understanding the continuous changes in male/female roles | Understanding the continuing changes in male/female roles |
| Awareness of the career planning process | Understanding the process of career planning | Skills in career planning | Skills to make career transitions |

Source: National Career Development Guidelines, National Occupational Information Coordinating Committee.

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